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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorial

Massachusetts Achievement

NEVER has any one been called upon to create as many functions in state education as has Dr. Payson Smith, the commissioner, and it was possible only because he has the rare gift of selecting wise administrative leaders and the rare ability to give the free rein, avoiding all meddling with their method of meeting responsibility.

It is little short of miraculous that the assistant commissioner, Dr. Frank W. Wright, had experience, personality and abounding commonsense which enabled him to carry his share of the responsibility without irritating any one with whom he was associated officially or incidentally. Messrs. Smith and Wright have had the unbounded confidence of the profession, of the legislature, and of the public, with exceptional ability to meet all occasions creditably with voice and pen.

The High School Library at Ecorse, Michigan, has just been testing a new "Library Permit Card" original with Ecorse. This permit is used by the students of the Junior and Senior High School, and is proving very successful. It is simple and accurate, and solves the problems along this line that have harassed so many librarians. Alta V. Prescott (A. M., U. of M.) is the librarian.

Superintendents at Detroit

THE Department of Superintendence will meet at Detroit next February. The hotels and assembly halls will be adequate, and the location is central. President Crozier is planning for an attractive and valuable series of programs.

Paul Stetson to Indianapolis

PAUL STETSON of Dayton has accepted the superintendency of Indianapolis, where conditions promise opportunities of eminent success. He has had exceptional success at Dayton, and he will make Indianapolis one of the leading education cities of the country. Both Stetson and Indianapolis are to be congratulated.

The Strayer Banquet

RECOGNITION of George D. Strayer's creation of professional training for school administration at a banquet at Teachers College, New York, on May 3, was an interesting and important occasion.

The addresses which made it an outstanding event were by James E. Russell and Ellwood P. Cubberley. Dr. Russell portrayed the hopeless professional administrative situation at the dawning of the century, and clearly stated the reason for selecting George D. Strayer to spend two years in graduate work at Teachers College in preparation for meeting the responsibility of professionalizing administration.

No one alse could state the combination of creating a new department of university education and developing the personality to make it of intensive and extensive national service as did Dr. Russell.

We have rarely heard anything comparable to Dr. Cubberley's fascinating account of university life, social and professional, in the early graduate student years at Teachers College, every day of which had the pleasure and profit of intimate friendship of these classmates, with the halo of the brightness of the fellow student who was to be Mrs. Strayer.

Dr. Cubberley carried the inspiration of that friendship through the quarter of a century which was at its height in the recognition of that occasion when the Strayer boys had a table by themselves, enjoying the brilliant tributes paid to their father and mother.

Dr. Cubberley's address alone would have made the banquet a notable and noble occasion.

There were other after-dinner speakers, with Dr. Jesse H. Newlon as toastmaster. Every address was an appreciation of some phase of Dr. Strayer's service to education. Among the speakers were Dr. N. L. Engelhardt, Dr. W. C. Bagley, Dr. N. R. Crozier, of Dallas, president of the Department of Superintendence, Dr. E. K. Fretwell, Dr. Zenos Scott, A. E. Winship, closing with addresses by Dean William F. Russell and Dr. George D. Strayer.

Knox and Lombard

THE Boston Herald, April 9, had this editorial brief:—

"The mating instinct which has been so strong recently in American business is now prevalent in education. Knox and Lombard, two small colleges at Galesburg, Ill., have announced they will merge.

"The growing fashion of giving millions to city universities and other big colleges and universities, with 'crumbs from their table' for useful small colleges, seems to affect these small colleges as Corporation farming affects the individual farmer. Will merging help unless it makes an affecting big college? It is one of the great problems of the near future. It is not a theory that confronts civilization but a condition."

Helen Trainer, Cook County

HELEN TRAINER, who won the Declamatory contest over all contestants in 172 school districts of Cook County, Illinois, out of the cities, is in the talkie-movies with County Superintendent Edward J. Tobin.

We had the honor of being one of the judges awarding Helen Trainer the prize. She is only fourteen years old, has been in the country only four years, could speak no English when she came to America, and her father and mother speak little English now.

The Fox Movietone Company is featuring her declamation, "I Am an American," on their circuits in every city in America.

Too Outrageous to Believe

THE New York Times, April 13, has this statement regarding the Chicago Bar Association's petition to disbar John J. Gorman. When Professor David Muzzey sued Mr. Gorman for $100,000 damages, he retracted his charge completely and emphatically.

The New York Times said:—

"The Bar Association's petition states that Mr. Gorman was asked by the grievance committee to explain this retraction, and that he had replied that the retraction itself was false, and was made simply to get rid of the libel suit.

"Summing up Mr. Gorman's conduct in the case, the Bar Association declares that it was 'unprofessional and dishonorable; that it denotes a lack of good moral character; that it is calculated to bring the courts of justice into disrepute and contempt and to tarnish the good name and fame of the legal profession.'"

Interesting Oregon County

LAKE COUNTY, Oregon, has a fund of $700,000, provided ten years ago for the college education of every young man and woman in the county.

The county is larger than Connecticut and Delaware, but has a population of less than 4,000. Already 150 young people of the county have been in college, mostly in the Oregon State University and the State Agricultural College. Thus far the fund has provided more than $500 a year each. Lake County is in Southeastern Oregon.

Belding's Page

JUNIOR COLLEGES

THE fastest growing institution of higher education in the United States is the junior college. By 1928—the last year for which government statistics are available—the number of such colleges had increased to 248, practically a ten-fold increase in ten years. Students in 1928 numbered about 45,000. Instructors totaled 2,684.

There were 114 of these institutions classed as public and 134 as private. The public junior colleges enroll nearly two-thirds of the whole number of students and have less than half the number of instructors.

Evidently the junior college is performing a highly useful service in a manner to gain continually wider acceptance.

The halt in the growth of college enrollments is largely accounted for by the fact that junior colleges have been drawing students who would otherwise have attended the older and higher establishments.

How far the movement for taeking two years on top of the secondary school will extend cannot be predicted. Some communities and some parts of the country have accepted the idea readily. Other communities and parts of the country have not.

The publicly supported junior college represents advanced educational opportunity for many boys and girls who would not be able to afford attendance at a college of regular type situated at a distance from their home cities.

The junior college, as a phase of public instruction, is a logical application of the democratic principle of equal opportunity for all. But it is equal opportunity in a spotty sense, and will be until all communities are supplied with what fewer than 250 of them now have.

SCHOOLS AND CRIME

FIRMLY as most of us believe in the efficacy of education as a remedy for social ills, we may well keep some of our confidence to ourselves. For there is a tendency upon the part of the public to shift every conceivable phase of responsibility to the shoulders of the schoolmaster.

Education doubtless has much value as a preventive of crime. The very discipline of study and the practice of living in a well regulated school are productive of moral habits which lead to some measure of moral behavior.

Criminality, on the other hand, is frequently the result of a temptation too strong to be resisted by mere habits of conduct. Often, too, it is the outcropping of an evil nature which goes vastly deeper than classroom instruction is able to reach.

The responsibilities of the church and the home and the social environment can by no means be evaded in the matter of criminality.

The schools can and will go further into character training than most of them have yet gone. They can and they will become better acquainted with the individual child, and more cognizant of his special needs. They can and they will provide better equipment for economic success. In time, perhaps, the schools will learn how to exercise greater control of the child's emotional life. But there will always be limits to what the schools can do for character. The child is in their custody only a fraction of his growing years. The schools will always stop short of miracles.

HONEST COMPLEXIONS

STRANGE decrees come out of Turkey. The one which threatens punishment for teachers of either sex whose complexions indicate too prolonged sojourn in beauty parlors is a case in point.

Still the purpose of the regulation is worthy of approbation. Teachers should be made to realize that their influence is important. They need to be impressed with the duty of simplicity and sincerity. The word "sincere" in its early days meant "without wax." It applies very well to a face devoid of lipstick and other messy overlays.

The beauty that should characterize the face of the teacher is a beauty that shines from within, not the less-than-skin-deep variety.

Not that beauty of countenance is of little value in the classroom. Pupils are pleased to behold a comely face as they look out upon their strictly limited field of vision. But they would much prefer to see a genuine person than a painted one, no matter how artistically the job of resurfacing has been done.

Auson W. Belding

Associate Editor.

Neglect of Nature Study

By VAN EVRIE KILPATRICK

"Nature is a revelation of God,
Art, a revelation of man."—Longfellow.

IN OBSERVING a group of children conducted by their teacher who had just visited the International Flower Show in New York City I noted that a generous exhibitor had given each child a rose. I asked the first boy to tell me the name of the flower pinned on his coat. He studied the flower a moment and then replied: "Tulip, sir!" This error of a sixth-grade boy would not be so discouraging, if it were confined to one child, but it is typical of the nature knowledge of many thousands of children in the great city.

Hundreds of thousands of children are growing up in our cities not knowing the grass in the field.

Is this failure to teach an understanding of the simplest natural objects fair to a future generation? Children should be trained in nature as they are in the arts.

The time has come when nature should be a real, bona-fide branch of study in the elementary school; when teachers should teach nature with the same measure of results with which they teach arithmetic; when nature study should be programmed in our schools, taught by every possible means at the command of teachers, and when pupils should be tested in nature as a requisite for promotion.

In these statements I am not unmindful of the wide and ever-growing interest in nature appreciation and in nature teaching in this country. I have observed with great pleasure the growth of summer camps for children, the use of school gardens, city parks, nature trails, science laboratories, natural science museums, nature projects, nature rooms, and all forms of actual contact with nature on the part of children.

Yes, all this development is most commendable.

But the problem of today is, how to bring about real nature teaching with unquestioned results. The problems of a greater valuation, of better methods of teaching nature, of more scientific nature curricula, and of a knowledge of present results in nature teaching, are selected as problems transcendent in importance.

A GREATER SOCIAL VALUATION.

How can our people be made to see that nature is really one of our most important branches of study? That a knowledge of the beautiful, natural world leads to our enjoyment and to a conservation of its wealth and grandeur, as well as to an understanding of its manifold secrets that unlock the doors of every improvement in human welfare?

During the last decade the automobile has brought the people of our country in closer contact with natural scenery. This has led to a very pronounced nature awakening and a valuation of nature on the part of our lay people. More nature books and magazines are now being read than ever before.

Therefore, our people, generally, are ready to support a much more definite and worthwhile program in natural science training. Now is the time for the schools to make the most of the situation.

The difficulty seems to be in arousing the members of our profession, the administrators of education and the teachers of children, to initiate and command an effective teaching of the elementary natural sciences.

In the last quarter of a century I have yet to meet the first teacher who opposed nature teaching. In all these years I have found that people generally speak most approvingly of efforts that are being made in the schools to bring children into an appreciation of the natural world.

The difficulty is that this approval does not go far enough. It just simmers. It is neither hot nor cold.

When our schools will set about to teach the elementary sciences as they do all other fundamental branches in the school; because elementary science training is just as important, possibly more important than any branch in the school; then this greater valuation in our schools will react to bring about all the desirable results in nature teaching that we could vision.

When our Boards of Education prescribe a course of study in nature that shall be taught for definite periods in attaining results that shall be measured according to prescribed standards as is the case in all other worthwhile branches of study, then we may expect the improvements we all desire.

Then, the school garden will become as necessary on the school grounds as the playground; then, the nature room will become as common in the school building as the gymnasium; then, summer camps and nature trails and science museums will be as commonplace in our school equipment as stadiums. Our teachers' colleges should prepare teachers of nature as efficiently as they prepare teachers of geography; nature attainment should be as necessary for pupil promotion as attainment in history; cities above 100,000 should employ

expert nature directors the same as they now employ health directors. Why not? Yet these ideals will only follow a greater social valuation of nature teaching.

It seems trite to remind you that geography treats of the earth's surface as modified by man, and nature study, therefore, must treat of the natural world unmodified by man. Elementary science is being pressed as a proper study topic that will include certain selected inventions or machines—as the radio, the ticker and sounder, the aeroplane. But elementary science must include mathematics and language as well. This title can only add to the confusion. Elementary natural science is the same as nature, but is objectionable for reasons well understood long ago. However, the elementary nature involved in the construction and use of all modern invention is surely a part of nature education for children. Nature education, nature study, nature, elementary science, and general science are terms in the same school period that should be clarified.

In my course on nature education at Hunter College, New York, I have just tabulated a study made by the teacher students of 1,200 pupils representing all grades of the elementary school. The teachers brought their pupils into direct contact with natural objects, and after a "close-up" study, a test was given.

Then the teachers gave a nature lesson on a different topic by oral instruction. This, too, was followed by a test.

The final results in all grades and classes were: Oral instruction, 80 per cent.; contact method, 85 per cent. The teachers agreed that this bit of research in method showed not only the value of each method in teaching nature, but also their complementary relation.

It is surprising how many points of view exist with reference to what nature teaching should be. These views seem to include everything from the coloration of autumn leaves to the building of a railroad bridge. They flounder about in methods of teaching, in abilities to be acquired by pupils, in construction of toys, in cultivation of soil, in care of animals, in supply of food products, and in manufacture of clothing.

In 1922, in co-operation with the Bureau of Education of the Department of the Interior, I conducted a survey of nature teaching in the United States. Upon request of the Bureau of Education fifty-five cities of the seven hundred twenty-five submitted courses in nature education, or in subjects that comprehend nature study. I reviewed these courses of study with no little care and found the most striking variation in subject matter.

One course of study prescribed as follows:—

"Grade 1; throughout the year; home occupations, food supply, clothing and shelter."

Another course prescribed: "Study vegetables and flowers, visit the park, feed the squirrels. Rain, dew and hail."

These excerpts are typical largely of the twenty-five courses of study submitted by the cities of the United States to our Government. Again we find the widest variation in the titles of these courses of study. Nature study, 24 cities; elementary science, 6 cities; school gardens, 6 cities; agriculture, 3 cities; natural science, 3 cities; geography and nature study, 2 cities; nature study and gardening, 2 cities; and many other discordant variations were reported. I take it that this national situation has not materially changed.

It is most important that we know with a considerable degree of accuracy just what nature knowledge is being acquired by the children of the elementary school. It is no little problem to interest teachers in furnishing correct results. In my course in nature education to over one hundred teachers at Hunter College, New York, we conducted a special research as to, "What children know of nature." Assuming that all of the following nature commonplaces at least should have been taught or should have been learned by pupils of the sixth grade, this class of teachers examined about fifteen hundred pupils.

The ten questions were: —

Write the name of the most intelligent animal, the tallest plant, of any star, of any plant that lives less than one year, of any wild bird that lives in our city, of any plant that never blooms, of any animal that hibernates, of any natural object that has never been alive. Write the date of the summer solstice, and where can you see the Milky Way?

The outstanding result was that a fifth-year class did just as well in the test as an eighth-year class. After the fourth year there would appear to be little or no difference in the grades, and the teacher students agreed as a unity that the pupils were gaining their ability to answer nature questions mostly through reading, through every-day experiences, and through home instruction, far more than through any teaching in the school.

The average result from pupils from the fifth, sixth, seventh, and eighth grades was about thirty-five per cent. The first question as to the most intelligent animal was incorrectly answered by nearly all pupils. The name of the star most frequently given was Mary Pickford, Lillian Gish, or John Gilbert. Many answered correctly the date of the summer solstice, which they had learned from geography, showing the value of the use of the textbook.

My final suggestion is: Cannot the standing committees of the American Nature Study Society undertake the shaping of public opinion by frequently calling to the attention of Boards of Education and city superintendents the value of nature teaching?

Health Education in the Classroom

By MARY M. RICHESON

Perth Amboy, N. J.

SINCE health education is recognized as one of the first objectives in education, too much stress cannot be placed upon the early impressionable years of the child's life. It is essential that the child be freed from every possible physical and mental handicap, if he is to receive the most that education can give him. Ideally this would be accomplished in the pre-school period. But, unfortunately, until very recent years this period has been one of neglect rather than a period of correction, and children all over the country have entered school seriously handicapped rather than in the best possible physical and mental state.

Generally speaking, any grade, kindergarten through eighth, in any school presents the same health conditions. There will be examples of malnutrition, defective hearing, eyes, teeth, and even more serious defects. There will be children with poor posture, children who are listless and who seem unable to adjust themselves readily to their social environment; children whose classroom seats are perhaps poorly fitted to them, and so on until the summation of all the possible defects that may appear in the average classroom presents a rather stupendous problem.

Such conditions are by no means rare, nor have they been newly discovered to exist, nor happily, do they exist without the possibility of definite correction. That such conditions should be corrected has been forcibly brought to the public mind, and the state now recognizes fully its duty toward the child with regard to his safety and physical well-being.

Health education, therefore, comes naturally into existence to fill a definite need, and conditions common to the average classroom, as mentioned above, become the chief points of attack for health training, and in fact become its real objectives. Health teaching, therefore, is primarily a study of the classroom full of children as they are. Secondly, it is a consistent and well-directed effort to change, for the better, conditions affecting the child's well-being which are not right. And, thirdly, health education consists in determining what changes have been made for the better in similar instances and constantly improving the factors which have produced the desired results.

Since every classroom presents not only an opportunity but also a demand for health teaching, it becomes of paramount importance to learn who is to do this work and how it is to be accomplished. That the brunt of health teaching falls upon the classroom teacher is generally agreed. A health-minded superintendent of schools behind this teacher is indispensable to success. An efficient health director, school nurse, doctor and dentist are, of course, essential. Defects must be promptly detected and efficiently corrected if progress is to be made. All communities, unfortunately, do not have facilities for the desirable correction of these defects. To illustrate, poor families are often financially unable to go through with very necessary physical corrections which the school has accurately pointed out to them. The lack of clinics in many of our industrial towns, and cities, further confounds such a condition. Proper health education is the only reliable guarantee that future generations have against the perpetuation of such lamentable handicaps to general good health. The physical education instructor, the school janitor, every teacher, and in fact everyone who comes in contact with the child at any point in his school day are definitely, whether they realize it or not, enlisted in the teaching of health.

The best efforts of even the most efficient director of health education will come to little more than naught if the work does not definitely enlist each individual teacher. Progress in health teaching cannot be made by simply devoting a specified period each day to this subject, nor can the best results be obtained by handing the teacher a course of study and hoping for its proper use by her. The teacher must be taught to recognize the opportunities for health teaching which her classroom presents, have within herself a definite desire for the solution of the problem thus presented, and she should have sympathetic and practical suggestions from the director of health education as to methods and materials of proven worth which will aid her in health teaching.

Dr. Thomas D. Wood, noted health educator of Columbia University, has defined health education as: "The sum of experiences in school and elsewhere which favorably influence the habits, attitudes and knowledge as related to individual, racial and community health." It must be borne in mind that the child, very often, comes to school with a considerable sum of experiences which would not be considered favorable in the light of good health training. Especially is this true in communities which have a large and not too prosperous foreign element. Changes for the better must be made. It becomes largely the business of

the teacher to recognize what these changes are, and how to proceed to make corrections. A favorable attitude on the child's part regarding his food, sleep, correction of defects and personal hygiene, is essential. That which is to be accomplished can not all be done in a short daily health period. Health teaching should be less a fixed program and more a definite correlation with every other phase of the child's school life. The child's interest in his own health problems will naturally be stimulated by that teacher who can show him the same problems in his reading, history, geography, civics, and other subjects. The problem of proper foods and why they should be selected becomes an interesting classroom subject when tied up with the history and geography of other lands. The matters of proper clothing, bathing and posture are most easily correlated by the teacher who appreciates this possibility. Furthermore, the child, because of a mental attitude properly appealed to, is getting his health education and its benefits largely because he wants to know these things rather than because he is obliged to learn certain facts. The school has by no means succeeded in its mission, and the classroom teacher has in a large part failed in her purpose when health habits and health teaching inculcated in the child's mind during the school day cease to function throughout his daily life.

To state a large, intricate, and deeply important problem in a few words, it seems obvious that the classroom teacher more specifically than any other person touching the child's school life, acting under intelligent supervision by those in charge of health activities in the school, must stimulate and encourage the child to constantly improve his physical, mental and social well-being with a view to helping him to live a well regulated life. And this very desirable result is predicated upon the teacher's ability to recognize within her classroom conditions which are unfavorable to the fullest development of the child affected, and in addition to this, it implies a willingness on her part to encourage intelligent and early correction of such defects.

SPELLING FOR EVERYDAY USE

By

STEADMAN-GARRISON-BIXLER

Book One ..... **Grades 1-4**
Book Two ..... **Grades 5-8**

The conviction that the spelling text in daily use should subserve a more useful function than merely to present a scientific word list is back of the preparation of this text.

It provides for the everyday needs and uses of spelling that properly may be associated with learning to spell the most commonly used words; provides a separate learning and teaching procedure for children in the primary grades; and provides for individual differences not only in the ability to spell, but in the habits that have been formed of observing and learning words.

Write for descriptive circular

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The Thought of God in Our History

By EDWIN D. MEAD
Boston

IT WERE devoutly to be desired that we might look at our history and our politics more religiously. That which elevates history is the thought of God in history. That gives to political action dignity and import. We sometimes smile at the Chinese when they call themselves the "Celestials"—God's own peculiar children; at those old Jews who loved to call themselves "the chosen people"; at Dante laboring to prove by appeal to the miracles in Livy that the Roman nation was the one divinely commissioned nation. Yet it was a great and noble thought. Would that we might feel that God is in our history, that politics is religion, as Moses felt it and Samuel and David and Isaiah. I cannot think that David felt himself doing anything unkingly, writing psalms. I like to read of Solomon taking things out of the priests' hands and saying the prayer himself at the dedication of the Temple. I think it would not have been safe to rebuke Prophet Jeremiah or Prophet Ezekiel for "preaching politics." I think, moreover, that it would not have been safe to rebuke those old Puritan ministers of ours for it. It is a poor, pale, later time that has divorced politics and religion. Almost the whole of Jewish prophecy is politics. Their politics has become our religion. I wish that our own were that. I wish that, when the American preacher desires to show most plainly the finger of God, he might do as Stephen did, and recount the history of his own people. I think that some future apostle to the Americans will write in the same high religious strain of the long line of American patriots and prophets who have greatly kept the faith as the writer of that sublime chapter in the Epistle to the Hebrews chants the fidelity and the vision of the heroic souls of Israel.

They Say

CHARLES F. THWING, president-emeritus, Western Reserve University:—

"Is there an over-production of college graduates as at times there is an over-production in material goods?"

JOHN A. H. KEITH, State Commissioner of Education, Pennsylvania:—

"Progress is not simply a matter of new things; it involves also the careful conservation and preservation of the older, worthwhile things that after all constitute the backbone of our civilization."

STANLEY F. FINK, principal, Reading, Pa.:—

"The voice is the chief medium on which the teacher as a craftsman depends for results. Therefore, it is of fundamental importance in her attempt to inspire, instruct and discipline. The excessively loud, strident, metallic, acidulous voice has a devastating effect on both the teacher and the pupil. Therefore, 'Season your instruction with a gracious voice and occasionally relax with a smile, or even a laugh.'"

DR. RAY LYMAN WILBUR:—

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By ARTHUR C. BOYDEN, L.H.D., Ed. D.

Principal, Normal School, Bridgewater, Mass.

(*Concluding Article*)

SYSTEMATIC TEACHING—UNITS OF THOUGHT

A LARGE part of Jesus' teaching was spontaneous, given on the spot as the occasion arose, yet there were teachings that were distinctly systematic. It was not the Eastern habit to give long discourses, logically arranged through a series of points to a final conclusion. The discourse was broken up into small unit subjects with a definite purpose in each unit.

The finest illustration is found in Matthew's grouping of units known as the "Sermon on the Mount." This is recognized as the masterpiece of his teaching. It is an interpretation of life from God's standpoint. It has been called "The Wisdom of Jesus," "The Great Manifesto of the New Era," "The Ideals of the Kingdom of Righteousness," "The Inaugural of the Christian Church." The first of these units has been selected for study.

CASE X. THE BEATITUDES
Matt. 5:1-16.

Setting.—The people at that time expected a restored kingdom, whose glory would eclipse all previous kingdoms; riches and power were to be its manifestations. In this introduction he reversed the ideas of greatness and happiness then and now prevalent. The teaching was revolutionary. Two great ideas fill the whole address—the kingdom of heaven and righteousness. This introduction to the series of units surpasses most of his teachings in beauty of form, in clearness of statement, in loftiness of ideals, and in completeness of treatment. It is a spiritual classic.

Form.—This was particularly adapted to the Eastern habit of thought and expression; it has been a beautiful and striking form for all ages. The paradoxes startled people into questioning the meaning of the truths, while at the same time these truths were stated with such assurance that they seemed axiomatic. Comparisons have been made between the Ten Commandments and the "Octave of Beatitudes." "The fiery law came from an Unseen Presence, shrouded by wreathing clouds, destroying fire, and eddying smoke; the Beatitudes were uttered by a sweet human voice that moved the heart most gently in words of peace."

Sources.—The Beatitudes were not new principles, he gathered them out of their own Scriptures—the Psalms and Isaiah. "Formerly they lay scattered as pearls not detached from the parent shell, here they first appear in brilliant setting. They are no longer happy sayings but sovereign principles." This fact reveals Jesus as thoroughly acquainted with the historical sources of spiritual truth.

Meaning.—The skill of this teaching is revealed not only in the striking form of the statements but in the depth of meaning expressed. To many people the first impression is that these principles of life are Utopian, at least for the present day.

The use of the unusual key word, "Blessed," was very wise. It had a deeper meaning than happiness, and referred to a spiritual content in the soul of man, as pictured in the first Psalm. The paradoxes stimulate us to find the underlying principles. There are three ways of approaching these epigrams:—

(1) Substitute some familiar phraseology for certain puzzling expressions, e.g., "poor in spirit"—humble, teachable, open-minded; "meek"—gentle (men), self-controlled, willing to bear burdens for others.

(2) Formulate the opposites and see if they are consistent with life, e.g., Blessed are the proud, self-righteous, and self-sufficient, for theirs is a spiritual kingdom. Blessed are those who are easily provoked, who are violent and self-assertive, for they are honored upon the earth. Blessed are those who hunger and thirst for the luxuries of the world, for they shall be satisfied with life. Blessed are the trouble makers of the world, for they are the children of the God of love. Blessed are those who never have dared to stand for a righteous cause against persecution, for their reward shall be great in heaven.

(3) Test these ideals historically, studying those whom the world really honors, beginning with Jesus.

Purpose.—The test of any teaching rests on the fact that it adequately *interprets* life to us. This classic revealed the kingdom of heaven to all men, it described the "citizens of the kingdom," and it set up the ideals toward which all civilization is tending.

Application.—In describing the people who really lived these principles of action, Jesus coined two expressions that have lasted through the centuries.

(1) "Ye are the salt of the earth." This figure was particularly appropriate; salt is essential to organized life, it seasons the food, and preserves from corruption. Salt was used in the East in

many ceremonies and sacrifices, also it was a symbol of permanence. The expression "lost its savor" (saltness) needs an explanation for modern users of salt. "Salt in Palestine being gathered in an impure state often undergoes chemical changes by which its flavor is destroyed, while its appearance remains." Tasteless salt deposits are naturally "good for nothing, but to be cast out, and to be trodden underfoot" in the streets. This was a very pointed warning to hypocrites.

(2) "Ye are the light of the world," that is, men who show the world how to live. He expanded this beautiful thought by two illustrations out of their home life.

This gem, both from the literary point of view and that of teaching, closed with the watchword for every life, "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven."

The master teacher reveals himself in every line of this teaching: in the beautiful literary form that clings to the memory; in the thought that challenges acceptance; in the series of paradoxes that rise to a climax; in the lofty ideals that inspire to better living; and in the spiritual uplift that transforms the life.

GENERAL CONCLUSIONS

The ten cases selected reveal the perfection of teaching as exemplified by Jesus, and are full of practical suggestions for every teacher.

1. The *personality* of Jesus as a teacher is contagious, it attracts and wins, it has the power of leadership within itself. We have seen how a strong personality deals with individuals, not with masses, how he leads his hearers into the deep truths of life.

2. The real purpose of teaching is seen to be the *interpretation* of life situations. This skillful teacher met these problems by seeking the principle involved and establishing the motive that should govern life. When these are clear the application usually is evident.

3. Jesus made the *child the centre of gravity* of teaching; this was revolutionary and gave the world a new pedogogy—the child is the centre of thought for his own sake; the humble childlike spirit is the essential qualification for finding the truth; the training of children is the most fundamental work.

4. The primary importance of the *story element* was made clear by Jesus. He knew that the mind works most easily according to the inductive process, from a concrete illustration to an implied truth.

5. Jesus gave *standards of truth* which have never been successfully questioned. His great principles of high living have been the measuring stick for all the difficult problems that man has faced for twenty centuries.

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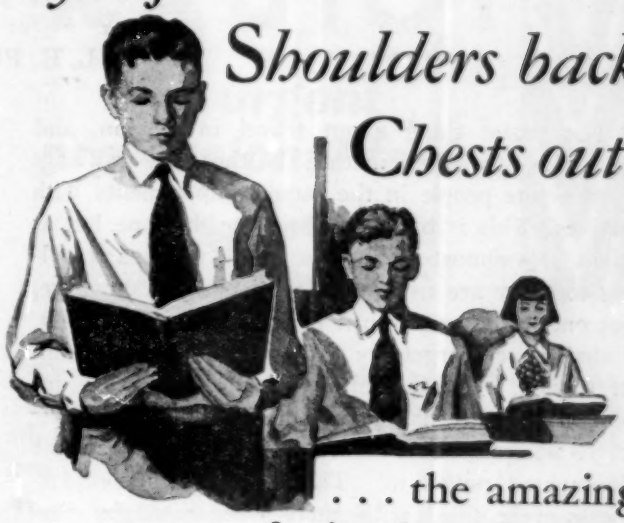

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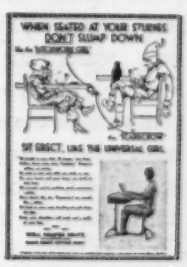

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A Trip Through Ceylon

(Part Two)

By L. H. PUTNEY*

The worst thing about travel in Ceylon, and in India, for that matter, is that the railways book white people in the same compartments with natives. This is bad enough in the daytime, but at night it is almost intolerable. Two persons traveling together are usually safe from this annoyance, but one never, not even if he is traveling first class. I shall never forget my first sight of a night train in Ceylon. I was waiting at the Anuradhapura station for the mail train bound for Talaimannar Pier, where you cross over to India, when the down mail pulled in. The second-class compartments were filled with shelves separated by passages not over two feet in width, and from each shelf there projected out of the window a pair of bare brown feet. I confess that I experienced a brain-storm, and cussed the evil spirit which had prompted me to come to any such inconsiderate land. Even now, with the trip behind me, my advice is: "Don't travel in Ceylon and India unless you can afford to pay the high fares demanded for first-class compartments—the highest in the world, considering how little comfort you get—and have a companion to share the compartment with you"; otherwise what you will see is not worth the discomforts you will surely have to endure.

To begin with, not even in the first-class sleepers do the railways furnish bedding. Every passenger must carry his own roll, which consists of a thin mattress to lay over the hard leather-upholstered seats, a pillow, sheets, and blankets. Non-residents usually hire rolls from the American Express Company or Cook's, paying a rupee (about 36 cents U. S. money) a day for their use. The only water one dares to drink is imported from France, and costs about 75 cents (in Ceylon 100 cents make a rupee) a bottle. Nearly all first-class passengers, and many of the natives traveling second class, carry along servants to wait on them and to attend to their bedding and other luggage. On this ship I have just watched a rich Mohammedan dress and make his toilet on deck in the presence of all the first and second-class passengers. I doubt whether he could have gotten into his trousers or put on his shoes without the assistance of his servant. Never before have I beheld such a display of asinine helplessness! On the trains you are awakened at every stop by these servants coming to their masters, and by the loud conversation which invariably follows. As the railway coaches are built on the compartment plan, and frequently have nothing but side doors, it is impossible to pass from one to another; consequently, you go into the restaurant car at one station stop, and then must remain there until the train reaches the next.

At one time considerable cinnamon and other spices were grown in Ceylon; in fact, what is today the Victoria Gardens and the best residence section in Colombo were once government cinnamon gardens. Now, however, there are no cultivated spice trees in the whole island outside of the botanical gardens at Kandy and Nuwara Eliya.

The botanical gardens at Kandy are a very wonderful place. While the collection of orchids is not equal to that in the gardens at Singapore or at Buitenzorg, in Java, I believe that there is a greater variety of trees and shrubs. The guide is a very intelligent, aged Sinhalese, who looks more like the "missing link" than any person I have ever seen. At a distance he might easily be mistaken for an orang-utan dressed in man's clothes. The spice gardens are particularly interesting. It seems that the cinnamon of commerce is obtained exclusively from the bark of young trees. Nutmegs look much like large walnuts. When the woody outer covering is taken off, the nut is found surrounded with a thin reddish coating. This is scraped off and is sold under the name of mace. When you see how little of it each nut affords, you realize why mace is so costly. Another interesting tree is the one which produces cocaine. Its cultivation outside of the botanical gardens is strictly prohibited.

Today the principal industries in Ceylon are the growing of tea and rubber, the making of copra by drying and smoking the meat of cocoanuts, and the production of desiccated cocoanut and cocoanut oil, and of coir, a sort of jute made from cocoanut fibres. Of all these, tea is by far the most important. In 1928 the exports of tea from Ceylon amounted to over two hundred million rupees, a third more than all the other exports combined.

Like coffee, tea is grown only in the highlands, the best being produced at an altitude around 5,000 feet. The bushes are kept trimmed to a height of perhaps three feet, and in some gardens

*Foreign Representative, Little, Brown & Co.

are protected from the sun by shade trees. Picking is done every day. The tea factories where the leaves are cured and prepared for market are always located close to the gardens. The latter are well-named, for they are kept clear of weeds, and are supplied with neat footpaths and stone steps. As soon as the leaves reach the factory they are spread out on burlap-covered frames to wilt. On rainy days draughts of hot air are used, but at other times the wilting is left to nature. As soon as it is completed, the leaves are passed through a series of cutting machines, each being finer than the one before. They are then fermented and dried. After that girls pick out any stems or other trash that are mixed with the leaves. The tea is then ready to be packed into boxes for shipping. In ordinary weather a hundred pounds of fresh leaves will produce twenty-five pounds of cured tea.

Labor is scarce in Ceylon owing to the indolence of the natives. It is also inefficient. In order to meet the needs of the rubber estates and of the tea gardens nearly 135,000 Tamils are imported each year from India. They are brought in under strict governmental regulation and only after a careful medical examination at a quarantine station maintained by the Ceylonese authorities a few miles from the Dhanushkodi Pier on the Indian side of Adam's Bridge. In 1928 the minimum daily wages paid these laborers ranged from fifty to fifty-four cents (Ceylon money) for males; from forty to forty-three cents for women; and from thirty to thirty-two cents for children, all of whom had to be at least ten years old. Nine hours constituted a working day, and there were definite stipulations as to pay for overtime. Poor as these wages may seem to us, they are vastly larger than any that the same persons could hope to earn in southern India. Moreover, primary education is compulsory in Ceylon, whereas in India only a small part of the children enjoy any school advantages.

As one travels through Ceylon he sees many interesting sights. For one thing there are no horses or ponies. Bullocks are used to haul freight in two-wheeled carts called *bandies*, which have hoods made of cocoanut leaves. If two animals are hitched to the cart, their fodder is placed in a sling which is hung from the pole in such a way that they may help themselves along the road. In the country, and in the smaller towns, people often travel in little carts drawn by single bullocks. It is marvelous how fast the beasts will go when the driver every now and then gives them a prod in the flanks. However, except for short-distance traveling these bullock taxis are being supplanted by motor buses.

(*To Be Continued.*)

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Mythomania in Children

By ELLA FRANCES LYNCH

Minerva, N. Y.

FALSEHOOD in children is always the source of agonizing questions for parents. Up to what point can they place confidence in the word of the children? Why do they wander far from truth and reality? An able French writer in the Journal des Parents cites some typical unhealthy cases of children's lies of an artful and deliberate kind, the following being taken from a collection of stories by M. Paul Bourget.

During the war a little Parisian, son of a doorkeeper in the avenue Montaigne, fled from his father's home and succeeded, two weeks later, in passing himself off as a child from the invaded area who, with other refugees, had just disembarked at the gare de l'Est. By grace of this story he was received into the home of a charitable woman, the wife of General Quitineau, where he developed and dramatized his startling tale.

He came to Paris, so he said, because the Germans had threatened to shoot his mother, and he had sold himself to them to save her life. The fact was, he must keep the enemy informed as to points in the capital struck by bombs from German planes.

But now at the last moment he was seized with remorse, he would not betray his country; he confessed the projected espionage to her who had welcomed him like a mother. His benefactress conducted him to the headquarters of the commissary of police, so that the latter might be made aware of the signaling by the German agent charged to receive information from the pseudo-refugee. That evening at 9 o'clock the agent would be in the rue de Chanaleilles, waiting for the list of points struck, the child should give him the list, police would be following and would do the rest. . . .

Not for an instant does the commissary doubt the veracity of the assertions of Sosthéne (the name the gamin has given himself). Only one old inspector of police becomes suspicious of an imposture, and imparts his doubts to his chief. The latter, quite unperturbed, persists in believing Sosthéne sincere; he dispatches his men on the quest. At length, at the hour and place indicated for the rendezvous, the police perceive the child conversing with a man; they track him to his hotel, find in his room a letter of compromising appearance addressed in mysterious terms by a certain Lachmann to a M. Schwartz. The Swiss Schwartz is brought before the commissary, who sees in him the agent described by Sosthéne; the stranger explains clearly, in most plausible terms, the reasons for his presence in Paris; he is arrested as a spy.

Now, some hours later, who should arrive, flanked by the old inspector, but the pretended Sosthéne, the lady, and . . . the doorkeeper from the avenue Montaigne! who has no difficulty in recognizing the fugitive. The inspector had gone to the Prefecture and consulted the dossier of missing children; the photograph of Sulpice Jeandel—the pseudo Sosthéne—is discovered; a call on the telephone, avenue Montaigne, and here was the father, once more in possession of his offspring.

More than the ending of this episode, what interests us here is the character of this case of infantile "mythomania," picturesquely annotated by the comments of the inspector. ". . . What made me challenge the story," said he to the commissary, "was the superior refinement of his first lie. Oui. If he had simply told of his invaded village and of his mother's arrest I should say, like you, that he lied in order to gain some advantage. But see the episodes he imagined all round: His escape through the window by night; a sentinel drawing on him; his climbing into the train, where he slept in the luggage van; and then his father in the 152nd Infantry, one of those rare regiments off on the eastern front. . .

"Why all this? Because he is an habitué of the cinema. . . . The cinema and its various exploits are the pastimes of these scapegraces, however little they may have a tendency to mythomania. . . . Where the word comes from I cannot tell you. I heard it one day when I had been called to the special infirmary by the prefect of police. It was Dr. Dupré who employed it for a pretender placed in my charge. He explained that *this man lied for the sake of lying, and that he was to some extent his own dupe.* Since then I have recognized not a few persons of this type, and I call them by that name, to distinguish them from other liars. . . ."

Sulpice Sosthéne is in reality a mythomaniac, a liar who, being given a "subject" for elaboration, examines it thoroughly, develops it, improves it, employs a style more elevated than in common lying, mixes real and probable details with the initial falsehood, creates in himself and in those around him the attitude the myth calls for, and with the joy of the inventor readily places in the second state, duping himself entirely in duping others and finishing with no clear consciousness of this double life.

"Mythomaniacs," remarked the inspector, "do not invent absurdities. They invent logic. That is what makes them so dangerous as witnesses." Dr. Blondel, of the University of Strassbourg, refers to a kind of mythomania normal to childhood, that is to say, a natural disposition at this age to

(*Continued on Page 546*)

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Spirit of the Grass

Have you ever thought about the spirit of the grass?—how very wonderful it is and yet how very humble in the great service that it gives the earth? Today, as I rode home through the Virginia hills on my way to Jefferson's home at Monticello, the marvel of it came over me. The Virginia grass is so very beautiful, lying on the misty hills green as emerald weavings with which the henna-colored fields are fringed. How very humble, I thought, is the spirit of the grass, and yet how wonderful! Here on these soft hills it hangs its tapestries,—gold-threaded along hedgy fringes, with wild mustard flowers, and medallioned gorgeously with gleaming spots of dandelion. Here and there a mist of pink apple blossoms drifts across the soft green of the grass below, as though drawn in with softest silk by fingers plying a needle of great graciousness and joy, and now, how gently the grass spreads a velvet rug before some negro's cabin, bringing beauty as earnestly to his lowly door as to the white-pillared mansion on the hill above.

The grass holds all feet precious and shrinks from the prints of none, neither does it show partiality in its service of mankind. The spirit of the grass is so wide and generous and so full of joy. An oak may rear its mightiness against the sky, majestic, stalwart, with ribs and beams for ships of war, but all its hand-hewn galleons cannot conquer as the grass conquers, in its meekness and service, possessing and enriching and beautifying the whole earth.

How true in the case of the spirit of the grass is the Master's saying, "Blessed are the meek, for they shall inherit the earth." How completely has the lowly grass gained the earth as its inheritance! Though trodden under foot itself, it determines the rise and fall of the kingdoms of men, for where it withers, hope withers also, and power and empire; where it flourishes, there come the beasts and the birds and the hands and feet of men on the spirit's business.

This thought came to me, also, as I rode through the beautiful grass-lit Virginia hills: Infinitely hard would have been the paths of men without the shielding carpet of the grass. Wherever there have been bare feet there also has gone the grass before them like a majestic carpet full of coolness and wooly softness. How many, many times have little lips sighed a prayer of thanksgiving for the cool touch of grass.

Pottery and the Four Great Laws

Today for a brief hour I stood in the Freer Gallery in Washington before some very choice specimens of pottery. The hands that turned the wheels on which the original lumps of clay revolved, are, of course, long gone from the light of day. In the beautiful forms that they created, and in them alone, does the memory of them still haunt the earth.

In many ways a lovely piece of pottery is a splendid expression of the outflowing of spiritual power. A vase of this kind sums up in its being so perfectly the four great laws that underlie all the processes of life and thought. To begin with, how beautifully it exemplifies the first great law, that of Growth; how it buds up from its sturdy base like an opening flower or a bulb rich with a hidden glory; all life buds upward and outward in this way, expanding the earth about it into a blossom or a tree or a man, depending upon the character of the spiritual force within. Wherever and whenever bowls or vases are made, we find the same budding process going on, only in their cases, instead of the life principle within doing the work, the task falls to the fingers of the potter driven to their task by his spiritual force.

The second great law of life, that of Rhythm, is equally in evidence in every piece of pottery. How beautifully the base buds upward, swelling in a perfectly timed roundness from its narrowest point to its widest and then receding towards the top with a mellowness of note that one can almost hear—a perfect example of the vibrant nature of all waves produced by rhythmic utterances of the spirit. In some of the vases I looked on today the ripples of the rhythmic scheme actually were to be seen swelling in rings from the very bottom to the top; and the third great law of life, that of Design,— how nobly the pottery expresses that! the harmony of the shape, the way the colors flow, the patterns that are pressed into the side or raised above its surface, the manner in which the handles join the body, or the way the snout bursts forth from the upper rim, just as the human will bursts through the rhythm of surrounding nature in order to serve some worthy purpose in a higher cause; design is everywhere abundant on any vase you examine, sometimes beautiful and sometimes very commonplace, depending, of course, upon the intellect out of which it flowed.

As regards the fourth great law of life, that of Service: what object that man has created so perfectly lends itself to service as a piece of pottery? Can anyone look on even a common jug, and not feel that it was made for service, for hands to grasp and carry, some needful treasure stored safely within its protecting walls? Into the jug is poured that which pours out again; to its care is entrusted that which one would keep safe; in some way or other every day of our lives we look for service to some form of pottery in our homes.

One of the most lovely pictures in my memory is that of a tall, dark young woman, just at nightfall, coming up a long hill from the distant well, with a great red water jar poised on her right shoulder. She is Mary, the mother of Jesus, carrying home the precious water for the evening meal. How subtly in a picture of this kind does service show itself!

Windows, Inside and Out

I was down in Princeton not long ago and took time to visit the wonderful new chapel that is being erected on the campus. I was particularly interested in the marvelous stained glass windows that have recently been set in place. As one stands in the semi-dark of the long aisles and looks up at these magnificent products of the genius of American manhood and womanhood, one wonders whether their like has ever been produced before. There seems to be a spirit in them, something as delicate as the lustre on a pearly shell, and yet there is a strength about them as stalwart and full of growth as a full-limbed oak against the sky.

From the distance the windows seem to be simply gorgeous color schemes, in which rich purples and deep reds battle for the mastery, but when one comes nearer, each panel resolves itself into a picture, in which men and women re-enact the stirring drama of long distant days. Some of the scenes are not as beautiful as others,—I mean from the standpoint of the scene itself, for there is death and suffering and struggle in them; other scenes are full of victory, and glow with a golden light of joy; other scenes are tender, homey creations, in which men and

women deal gently with one another.

I stood in the doorway on my way out for one last look. All the scenes had lost their individual meaning. Before my eyes I saw only a gorgeous spectacle that embraced them all. Those windows were like life itself. Full of the doings of the small and the weak, and the imperfect, when seen piece by piece, and bit by bit, but transformed into something inexpressibly glorious when viewed down the long vistas of the years.

As I left the church, I glanced back. Where had the glory gone? The windows were merely a stately brown color, on which the same sun which had transformed them when seen from within fell harsh and coldly critical. Like life again, I thought, the real glory resting on the pavements of the spirit, deep within each personality. In each life there is some glory and some lovely window letting in the sun, but only those shall see it who peep up at it from within.

The Song of the Spirit's Mastery—I

I shall sing the song of mastery, the exultant song of my spirit. Not of the earth am I, nor of the sea, nor of the clouds above; not of the sky nor any of its millions stars. Look not for me in anything that is or has come forth upon the earth, for I am none of these things, coming, as I do, from a far higher source. To me is all majesty and power and kingship given, a prince am I in rags and one, manna-fed though my body hungers; to me flows an eternal refreshment though my lips parch in a desert storm. Not what you see am I, but one inscrutable, dominant, before whom the earth is but dust stirred into phantoms by my passing feet. And where are the flowers but under my feet; they come at the call of my urging and blossom where I will, spending their fragrance for me and mine, and bringing their color and charm into the chambers where I dwell. And what are the rivers but yarns of sky-colored waters till I weave them together for uses of my own; setting afloat, here and there, the pattern of a boat, and here and there a farm on their edges with patches of green and gold, and here and there the foam of a cascade woven into factories where threads of my own weave in and out the motifs of life and love.

(To be continued.)

The Song of the Spirit's Mastery—II

And what is the flash of the jagged cloud laden with storm but a tool in my hand, now keen and cutting as a scimitar; now pliant as wool; now winged and fast, going over vast stretches, my voice riding it like a master ahorse to the world's ends; now a pygmy, squat and dark in a shell of steel, humming a song, as the vast wheels roar under its thumbs; now a flash in the night and a gleam in the sun; a drone of a vast bee on a mountain side where the wings I have taken float me aloft.

And what is the sea, but the mirror of my dreams, winged over with golden sails, and what is the pulse of it in and out over the rocks but the beat of my own blood going and coming on the errand of life; in its depth the pearl that my eye alone values because of the resplendent rainbow it bears, who laughs when the sea thunders, and smiles where the sea meets the smiling skies; who shouts with the spray on his cheeks and rides away into the gloom, his trust in a finger-lit star set striding a welter of foam and rock, in a world of moan and stress and struggle of dumb but vibrant things, the clear, shining spear of my laughter comes where I face the storm.

(Continued on page 546.)

The Teach-Test-Study Plan

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3. **Individual Study by a definite outlined procedure.**

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Principal of the Pierce School, Brookline, Mass., and former President of the N.E.A.

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EDUCATION IN ACTION

New Council Urges Thrift Education

To further the teachings of thrift and money management in public schools and industry along the lines already successfully employed for two years in the Brookline, Mass., public schools, a group of leading educators, economists and business men of Massachusetts, with the commendation of Governor Frank G. Allen, have organized the Council on Economic Education, Inc. The council is a non-profit, non-commercial corporation set up to act as a clearing house and information centre in financial matters, and to advance the cause of wise financial management by students and industrial workers. The new council is formed to answer inquiries and further in all ways the cause of education in money management. Dr. Arthur W. Gilbert, president of the new council, is to be assisted by Thomas Nixon Carver, professor of economics in Harvard University, as vice-president. Harry P. Gifford, former president of the National Association of Mutual Savings Banks, is treasurer. The board of directors comprises Hugh Bancroft, Kenneth B. Backman, Mrs. Charles Sumner Bird, Arthur W. Forbes, Ernest A. Hale, Joseph A. Parks, Mrs. Elizabeth W. Pigeon, Russell Robb, Joseph H. Soliday, and William Leavitt Stoddard, executive vice-president.

Denies Charges Of Snob Output

Dr. Alfred A. Stearns, principal of Phillips Academy at Andover, Mass., recently answered the assertion credited to Teachers College, Columbia University, that private and endowed schools do nothing but turn out snobs, and that they have outlived their usefulness. "The Columbia Teachers College," said Dr. Stearns, "was the denouncer of the private school system. That," he explained, "is because we don't like their product and won't use them in our schools. We don't want their strangle-hold, which has reached even the state universities, to fall on us." He accused them of teaching only "subjects," which, he said, "are worthless and dangerous without character." "The public school system," he said, "is finding itself swamped by the slump toward pleasure and pure materialism which has taken hold of American family life. The greatest work in education today is to overcome this tendency. The public schools, controlling the pupil for only a few hours of the day, finds itself helpless before the neglect of the family. The American family no longer takes the trouble to develop the character of its children, or even to give them the rudiments of a religious education," he charged. "On the other hand, the private school," he pointed out, "has control over the boy's entire time for a large part of the year. They alone, therefore, have a fair chance of meeting and overcoming the mental lethargy which has come to characterize the mentality of the age."

People May Hear Speech Backward

Discussion is going on in London as to whether modern existence will ultimately be so speeded up that the spoken word will reach the listener backward. The theory is that if the speed of a motor car could be made to exceed that of sound, a listener, toward whom the motor car was moving, would hear the end of the sentences spoken in the car before he heard the beginning. Practical illustration of what these would be like was given at the Western Electric Studio in London, when a talkie film was reeled off in reverse direction, and so great was the public interest that more than 2,000 people attended the free demonstrations which continued most of the morning and afternoon in the company's private hall. Many more were turned away, owing to the impossibility of accommodating them. Some of those present found the spoken words were entirely unrecognizable, and sounded like a foreign tongue. The actors appeared upside down, and an "Alice Through the Looking Glass" effect was produced by the fact that their actions all happened before the speech which they illustrated.

Employment Sought For Indian Students

The Indian Service at Washington has issued a call to its representatives in the field, emphasizing the necessity of a spring campaign to assure employment for Indian students. Permanent placement for students is now a major responsibility for all superintendents of Indian schools and Indian agencies, the service reminds them. "For a student to leave school without having the sympathetic guidance thereafter of those who have taught and worked with him," said Charles J. Rhoads, Commissioner of Indian Affairs, "is almost, if not entirely inexcusable. Every one of such students should be considered a responsibility until settled in some reasonable, permanent and satisfactory manner. Superintendents, principals, instructors and all associate workers are hereby charged with this very great responsibility."

Half of World Is Incompetent

Forty-five per cent. of the people in the United States are morons, Dr. H. H. Goddard, professor of abnormal psychology at Ohio State University, declared recently. These people, comprising nearly one-half of our entire population, are abnormally open to crime and disease, and create our gravest social problem, Dr. Goddard said. One-half of the world is incompetent, and it is the duty of the other half to care for it, the psychologist believes. "The problem is one of education and not segregation," Dr. Goddard said. "These people should be trained in concrete things that they can understand."

Reporter Juggled Dr. Broome's Speech

Superintendent E. C. Broome writes us that he did not say all that a reporter made him appear to say in a recent address at the University of Pennsylvania.

"The quotation is correct as you have it," writes Dr. Broome, "with the exception of the reference to shaking hands with the President. That was tucked in by a reporter having a lively imagination. The only reference I made to the President was where, in the last paragraph, I suggested that we have a let-em-alone week proclamation by the President."

As we relayed the misquotation to our readers in our issue of April 28, on page 487, we are glad to send after it the correction.

Additional Funds For Indian Schools

A supplemental appropriation of $665,000 for support and education of Indian pupils in Indian schools of all classes for the next fiscal year is asked in estimates submitted to the House by the President and Budget Bureau. Congress, by passage of the first deficiency act on March 26, appropriated $1,100,000 for support of these schools, and the Budget Bureau says there is need for the increase, particularly for subsistence of Indian pupils.

Would Ban Teachers Over 45 Years of Age

An attempt to carry into the teaching profession the ban which many industries have placed on the man over forty, was seen in the recent order of Dr. Crawford K. Sweeley, of the Somerville, Mass., School Committee, that no teachers of forty-five be hereafter elected on a permanent basis. The meeting was concerned largely with the annual election, and other business, and the order was referred to the teachers' committee. It is expected that it will provoke a lively debate when it comes out of committee. If it is adopted it will mean that all teachers forty-five years of age or over will be in the uncertain situation, because of their age, of working under temporary contracts, which might be terminated on short notice, Superintendent of Schools Everett W. Ireland was re-elected at a salary of $6,500 a year, and Walter R. Sweet was re-elected assistant superintendent of schools at $4,000 a year.

Argentine Sends Girl Students Here

The Argentine-American Cultural Institute, composed of prominent Argentinians and United States residents in Buenos Aires, has established a scholarship at Vassar College, which will be awarded to an Argentine senorita, in a competitive examination before a jury selected by the institute. Although Argentine youths have been enjoying American scholarships for many years, this is believed to be the first time the opportunity is afforded to Argentinian girls.

Wide Popularity Of Business Studies

Courses in business organization and management are meeting with general favor, and enjoy considerable popularity in the colleges and universities of the country, declares J. O. Malott, specialist in commercial education, Office of Education. Next to the field of accounting, more colleges and universities offer courses in this subject than in any other, Mr. Malott said. Of the 329 colleges offering the business organization subjects, 176 reported an enrollment of 20,689 students. In the 329 institutions, 805 instructors take care of 1,256 courses. Harvard University leads in enrollment in the subject of business organization and management, with 2,248 students. Columbia reported the most courses of the subject, with thirty-six. The courses in business organization and management, it was explained, give a general background to business organization. General courses on management are included so that the student may get acquainted with fundamental facts of business.

British Church Schools To Get Aid From State

A government scheme whereby the Church of England and other denominational schools are to be afforded state aid to enable them to raise their educational standards in conformity with the general advance in this direction was published in London late in April. The official White Paper, issued by the Board of Education, says: "The essence of the proposals is that local education authorities should be permitted to give financial assistance to voluntary schools for the purpose of reorganization in exchange for extension of public control in the matter of appointment and removal of teachers." The reorganization contemplated includes structural extensions and improvements to school premises for which no state help has hitherto been available. The existing managements of the schools concerned are to retain the ability to satisfy themselves that the teaching staff in each case includes those competent and willing to give religious instruction to children whom their parents desire should receive it. The scheme also provides that where, as a result of the organization, children are transferred from voluntary to state schools, arrangements shall be made to enable parents to withdraw them, where they so elect, for special religious instruction outside.

Schoolhouse For Eskimos

A scheme for building the first Eskimo schoolhouse to teach natives of Labrador the English language is announced by Commander Donald B. MacMillan, as a feature of his 1930 Arctic expedition. The schoolhouse is to be built at Nain, Labrador, where Commander MacMillan has an experimental station. Building products for its construction will be aboard the schooner Bowdoin when she slips down the Sheepscot River in Maine late in June. Many applications from graduates of Vassar and other colleges have been received for the position of teacher in the new school.

Educating Aliens For American Citizenship

"Within recent years the importance has been realized of advising aliens of the rights and duties of American citizenship," says Harry E. Hull, Federal Commissioner General of Immigration. He continues: "The typical immigrant enters America with just a vague idea of its type of government. He needs instructions as to its functions. He needs to appreciate the significance of his oath of allegiance. The leading public questions must be stimulated. The right of franchise must be explained to him as being an instrumentality of government—not a means of mercenary gain. Indeed all the sacred virtues of American citizenship are but for the alien classes to absorb in a natural way, with, as far as possible, as much of the background of native Americans as may be assimilated by the newcomers. In other words, as the alien becomes quickened by the elements of citizenship, his habits, ideals, and even his language must change to harmonize with those of his newly adopted country. In the evolution we, too, have a moral duty to perform in overcoming the ancient hatreds of race prejudices, suspicions and fears. Race prejudice must be dropped, and our conduct toward the foreign born must be exemplary of a true democracy where civic and political equality must endure as to all worthy people. The processes of Americanization are reciprocal, as between the alien classes and those here who are charged with their welfare."

Jersey School Girl Must Walk Mile Unprotected

Though the path to the little red schoolhouse may be strewn with empty bottles and tipsy persons, the physical protection of the children who travel it does not come within the province of the Board of Education, according to a decision by Dr. Charles H. Elliott, State Commissioner of Education for New Jersey, in dismissing the appeal of Mrs. Nanne M. Lewis for transportation for her daughter, Wilma. Mrs. Lewis pleaded that the girl should have transportation from her home to the Mendham township high school, because she must walk a mile over a lonely, wooded stretch of road, frequented by intoxicated parties and littered with empty bottles. Dr. Elliott pointed out that the statute providing transportation has been construed to apply only to high school students who

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live two miles or more distant. He ruled that there was no provision for transportation because of dangers to be encountered on the road the student travels. "The physical protection of citizens on the highway," Dr. Elliott stated, "whether from reckless traveling of automobiles, or molestation by disorderly persons, is a matter under the control of the civil authorities, and not of the Board of Education."

Foresees Teachers In "Leisure Class"

With the increasing complexity of the problems of democratic government, the sole hope for their successful solution lies in the creation of a "leisure class," composed of teachers with the inclination to devote themselves to service of the government, William J. Cooper, United States Commissioner of Education, told a conference of educators in New York City recently. Dr. Cooper said the average citizen, with an education of less than high school calibre, could have no conception of the internal and international problems facing the government. Democracy, he held, under present conditions, was government by mediocrity, and the teaching profession was "duty bound" to raise the intellectual standard of the nation.

Fifty Words Normal Telephone Vocabulary

Analysis of a representative cross-section of the 80,000,000 telephone conversations carried on daily over the Bell System in the United States has disclosed that "fifty words account for sixty per cent. of the total words in these conversations and 700 words account for ninety-five per cent." The results of a study of the words used in 500 telephone conversations are reported by W. P. Banning, assistant vice-president of the American Telephone and Telegraph Company, in the April issue of the Bell Telephone Quarterly. "In 500 conversations in which about 80,000 words were noted, only 2,200, or less than three per cent., were different words," reports Mr. Banning. "At each end of the telephone circuit over which each conversation is held, some one is listening to human speech, and each of these conversations—except where the dial telephone is used—is prefaced by a conversation with a telephone operator. Nearly 20,000,000 times a day, therefore, the vibrating diaphragm of a telephone receiver is reproducing some one's enunciation, inflection, tone and mannerisms of speech. The effort to improve telephone service is reciprocal co-operation, for better service means better speech.

Students' Fathers Form Organization

Two hundred fathers of Lafayette College, Easton, Pa., students have joined in forming an organization called the Associates of Lafayette. The movement came as the result of an address by President William Mather Lewis at the third annual Dads' Day luncheon, in which he described the three units of education as the college, the student, and the home. Dr. Lewis stated that without these three working together, progress was impossible, and he advocated the new organization of fathers as a means of creating a stronger union. From now on the fathers will be kept officially in touch with all phases of Lafayette life.

French Schools Drop Prohibition Praise

French children may no longer be taught in state schoolrooms that strong drink is an evil. Wine growers and manufacturers of spirituous liquors made a concerted attack in the Chamber of Deputies recently, on certain textbooks in use in public schools, with the result that Pierre Marraud, Minister of Education, promised that phrases which disparaged wine drinking, inaccurately described the making of distilled beverages, and praised prohibition practices of the United States or other countries would be eliminated. The fight, led by Edouard Barthe, representative of the wine-growing department of Herault, centred on a book called "The Natural Sciences." It was used by hygiene classes of secondary schools. One of the paragraphs objected to says: "One must admire unreservedly the strong people of the United States who had the courage to accomplish complete prohibition by sacrificing petty interests to public welfare."

Educators Study Radio Instruction

The Ohio school of the air, operated by the State Department of Education, is attracting international attention as a pioneer project in radio education. The educational representative of the Soviet government will visit Columbus in the near future to make a study of the school's methods. A recent issue of a French educational publication contained an article on the use of radio and moving pictures in American schools and pointed out the Ohio school of the air as a model system. The Ohio school has been in operation since January 7, 1929.

University Wants Less Sociability

The University of Wisconsin faculty committee has announced a curriculum revision plan to make the university an institution of learning and not a "social club." If approved, the plan will become effective next fall. Dr. Glenn Frank, president of the university, said in the announcement, that "many students have gone to universities, not chiefly to get an education, but to enjoy the social life." The plan will open the university to all high school graduates who fill the present requirements. They will be classed by attainment and placement tests, and at the end of two years will receive a certificate of graduate in liberal arts. One radical change is approximation of the present university experimental college, which will seek "attainment of familiarity with the philosophical approach to individual, economic and political life." A second, the examination in general knowledge of the students before graduation. A third, permission for exceptional students to speed up work in order to receive a master's degree at the same time the bachelor's degree is granted.

Three Weeks' Program For Teachers in Seattle

The three weeks from April 21 to May 9 have been replete with professional uplift and helpfulness for the teachers of the Seattle public schools. A program of lectures and conferences, under the leadership of Dean William S. Gray, of the School of Education, University of Chicago, was provided, covering fourteen sessions. As there were but three general meetings, separated by intervals of a week, and as the conferences were addressed to specified groups, the whole affair could not have been burdensome to any teacher.

The general theme was the teaching of reading.

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The MOTHERCRAFT TEXT-BOOK "Children Well and Happy" by May Dickinson Kimball, R. N.; the only course in MOTHERCRAFT for classes of school girls. Invaluable to nurses, teachers and young mothers. Every school nurse should have a copy. Reductions for quantity orders. Price 80c.

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The BOOK TABLE

BOYS AND GIRLS AT WORK AND PLAY. By Margaret L. White, A. M., and Alice Hanthorn, A. M., both of Cleveland. Illustrated by Sue Runyon and Ruth Bennett. A primer in the series of "Do and Learn Readers." New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

In the first primer, "Boys and Girls at School," by the same authors, the educational purpose of the pictures was to develop the attention of little children to the details of the picture.

The highest achievement in having children learn to read is to have children learn to think in connection with what they read.

The former idea that reading was concerned primarily with work, with building a vocabulary, with confining the reading material to a few specified words, is giving place to a higher purpose of having the child think attentively about a picture until he wants to say what he thinks about the picture.

The "Do and Learn Readers" give a new and important thrill to the child as he thinks before he reads, and consequently thinks as he reads.

SPELLING FOR EVERYDAY USE. By Dr. Steadman, Emory University, Atlanta; Dr. Garrison, North Carolina State College; Dr. Bixler, City School System, Atlanta. Book One, 130 pages; Book Two, 190 pages. 62 Baltimore Place, Atlanta, Georgia: Smith, Hammond and Company.

This is an elementary textbook in spelling for grades one to eight.

The special feature of these two texts for "Spelling for Everyday Use" is the selection of words always in use which can be appreciated by school boys and girls, eliminating so far as is feasible words they can use as children, but never do use, and introducing words they can learn to use as children that they will always use.

THIRD YEAR LATIN.—CICERO AND OTHER PROSE WRITERS. By Karl P. Harrington, of Wesleyan University, and Walter V. McDuffee, Supervisor of Latin in the Springfield (Mass.) Public Schools. 342+140+lxvii pages. Ginn and Company. $1.96.

This book follows the new definition of the requirement in Latin of the College Entrance Examination Board, based on the recommendations in the Report of the Classical Investigation, and also meets the requirements of the latest revision of the New York State Syllabus in Latin. There are numerous illustrations and maps, an introduction, explaining "The Roman Government," "Citizens," "Magistrates," "The Senate," "Popular Assemblies," "The Roman Empire," "The Roman Forum," "Life of Cicero," "Cicero's Literary Work," "The Study of Latin," and "Suggestions for Collateral Reading."

The Latin selections are excellent, consisting of extracts from the "Tusculan Disputations," "De Officiis," "De Natura Deorum," "De Legibus," "De Republica," "De Divinatione," "De Amicitia," "De Senectute," selections from the first and second books of Livy, a few of the letters of the Younger Pliny, including the "Ghost Story," and "Story of the Dolphin," extracts from the "Jugurtha" and "Catiline" of Sallust, with the first and third of Cicero's "Orations Against Catiline," and "Archias," in full.

There are also selections from the "Manilian Law" for "comprehension," "Selected Letters of Cicero," and finally, extracts from the "Universal History" of Ekkehart of Aura, the mediaeval monk. In addition we find "Written Exercises in Latin Composition," an "Outline of Grammar," a "Latin Word List," containing the words prescribed by the College Entrance Examination Board, and the New York State Syllabus in Latin, an English-Latin Vocabulary, and a complete Latin-English Vocabulary.

The Latin selections have been made with great care, and are not only of unusual interest to young people, but furnish a complete and thorough preparation for the examination of the College Entrance Examination Board.

SCHOOL REVENUE. By Henry C. Morrison, University of Chicago. Cloth. 242 pages. University of Chicago Press.

It is of incalculable importance that Henry C. Morrison has devoted time and talent to the masterful study of "School Revenue." There is no more vital problem in education, and no one has such a combination of scientific-statesman attitude, administrative experience in New England, professional opportunity in Chicago, and quality of personality as has Henry C. Morrison.

We say unhesitatingly that there is no other book on education, old or new, that is as important for any one or every one to read in order to think intelligently of responsibility for education in 1930 as Henry C. Morrison's "School Revenue."

We have seen no book on education with which we are as infatuated as with this study of American education, past and present. It is brilliantly inspiring and nobly stabilizing.

THE LIBRARY IN THE SCHOOL. By Lucile F. Fargo. Cloth. 453 pages. Chicago: American Library Association.

It is of high significance that the first adequate study of the use of the library in education through secondary schools should be prepared by a teacher in Spokane. It is not easy for traditional Easterners to realize that the freedom of the West is an intensive inspiration to great achievements.

Spokane high schools have often achieved great things by realizing that expiration of tradition is even more vital than inspiration.

Exhaling used air is as important, to say the least, as inhaling such air as must be taken out of the complex atmosphere of cities.

Miss Fargo has rendered an incalculable service to civilization, as well as to education, by making this wonderful study of what not to expect from the school library, as well as what and how and when to get the most universal service by the use of the right books, in the right way and at the right time in a student's school life.

A FOURTH READER. A Basic Test in Reading. The Workaday Readers. By Clarence Truman Gray, Ph.D., University of Texas. Illustrated by Helen O. Barrett and Ethel Blossom. Cloth. Boston, New York, Chicago, San Francisco, Atlanta, Dallas: D. C. Heath and Company.

The author states his purpose in this Fourth Reader by describing a good silent reader. A good silent reader is one who reads rapidly and understands clearly what he reads. This means that one who reads rapidly, but does not understand what he reads, is not a good silent reader, and one who reads slowly and understands is not a good reader. A good silent reader is one who does not move his lips, tongue, and other parts of his mouth and throat while he reads. A good reader does not allow his mind to wander.

To be a good silent reader one must read a great deal. Just as a musician who plays the piano has to practice a great deal, so boys and girls who become excellent readers must read a great deal. Every child in the fourth grade should like to read so well that a part of his spare time is spent in reading books.

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GRINS BETWEEN GRINDS

That's Something

Little Mary was sent to a strange school, so was somewhat bewildered and inattentive. Her first test came suddenly and by surprise. Little Mary's grade was just one below passing. She came home and told about it, explaining that only four in the class had passed.

"But," said her father, "why were you not one of the four who passed?"

Little Mary was distressed for a moment, then said triumphantly:

"But, Daddy, I was the best failure."

Different Shape

Lady: Do you cook three square meals a day for your husband?"

Lady: "No, only two square ones. He eats pancakes for breakfast."—Kansas City Star.

Setting the Example

A minister, substituting for a friend in a remote country parish, was greatly surprised on observing the old verger, who had been collecting the offertory, quietly abstract a 50-cent piece before presenting the plate at the altar rail.

After service he called the old man into the vestry, and told him with some emotion that his crime had been discovered.

The old verger looked puzzled for a moment. Then a sudden light dawned on him.

"Why, sir, you don't mean that old half-dollar of mine? I've led off with that for the last fifteen years!"—American Mutual.

The Professor's Twins

Friend—"I hear your wife has presented you with twins. Are they boys or girls?"

Professor—"As far as I remember it is a boy and a girl, but perhaps it is the other way round."—Moustique, Charleroi.

Reaches New High

The drunk leaned over the railing of the bridge and gazed perplexedly at the reflection of the moon on the water. A policeman walked by. "Say, officer," said the inebriate, "is that the moon down there?"

"Of course it is," answered the law.

"Then how'd I get up here?"

—Punch Bowl.

Riches From Two Angles

"These rich people make me sick. What's the use of having money, if you don't know how to enjoy it!"

"Well, what's the use of knowing how to enjoy it if you haven't got it?"—Walthamstow Guardian.

No Other Name For It

Old Lady (sympathetically): "And don't you have any profession?"

Old man (digging ditch): "No'm. I work."—Capper's Weekly.

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Mythomania in Children

(Continued from page 538)

imagine stories of which the child is more or less the dupe, experiencing a certain difficulty in discerning erroneous details from facts, and in discriminating between the creations of his fantasy and the things of reality. In every child endowed with a very lively imagination there is, at least potentially, a bit of mythomania, as in the little miss starting to scream in the garden, then running to her mother sobbbing out her woe: "Oh, Oh! If I grow up to be a woman, and if I get married, and if I have a little boy, and if he pulls the tablecloth, and if the coffeepot is on it, and if it is full of hot coffee, and if it spills on his hands and face, and if it gets worse and worse. Oh, oh, oh!!!"

(Taken in part from "L'Education Familiale," magazine of the Belgian Ligue de l'Education familiale.)

Character Chats

(Continued from page 540).

And why do I laugh—I, alone, in a universe of stolid things? Does the captive laugh to the clinking of his chains? Does the doomed one laugh as he faces the final hour? I laugh and I sing because I am free. All things of the spirit are mine forever and ever, and I laugh because for me there is no final hour and no doom and no lack of joy from this day forth save as I will it to myself. And so I sing the song of my mastery—a strange, incomprehensible master that I am. Worlds heaped in my hands like marbles, and seas drifting across my face like rain; flowers ebbing and flowing like pearl-tinted tides about my feet and the gems of my crown of kingship the everlasting stars—and yet—one comes against me whom I fear, for he alone has within his hands a dreadful thunderbolt; he, alone, mocks with discordant laughter this song of mastery that I sing, strange, incomprehensible one who comes, I face you and find that you are—myself.

Ten Commandments

Friendship is the most valuable of a person's possessions, and for the person of the average temperament it is life, success, and happiness spelled in one expression. But the power to generously make friends and to keep them is, unluckily, not endowed on every one. Too many people through thoughtlessness or carelessness unintentionally destroy friendships which they are wont to nurse.

The following are the ten commandmants of friendship as they are found on the bulletin board of the Agricultural Experiment Station:—

1. Don't contradict people even if you are sure they are not in the right.
2. Don't be inquisitive about the affairs of your friends.
3. Don't underrate anything because you don't possess it.
4. Don't believe everyone else is happier than you.
5. Don't conclude that you never had any opportunities in life.
6. Don't be rude to social inferiors.
8. Don't jeer at anybody's religious belief.
9. Learn to hide aches and pains.
10. Do unto others as you would be done by.

While there are exceptions to these suggestions as there are to all good rules they hold true in general and may well be employed to advantage in the social contacts of any individual, either great or small.—Purdue Exponent.

Ruts

Why do some people report for work at eight-ten instead of eight? Why do some people run to catch the same street car every morning instead of being one minute early? Habit? No, we wouldn't say so. It is just the lack of a little will power to arise a few minutes earlier. Those few extra minutes in bed mean nothing, as far as life is concerned, but they do mean a lot in keeping one in a rut. And when a person ignores that little voice calling attention to those little things which mean so much toward advancement—he is just digging himself in, instead of out. Just like an automobile in soft mud without chains—every turn of the wheels digs in. A rut is just as deep as a man digs it, and the sooner he begins digging out, the sooner he will be on his way down the road to success.

—Hits and Bits.

Ambition

Ambition is the motive power in man's make-up.

Ambition is like electricity, useful when properly controlled, dangerous when uncontrolled.

Genius and ambition laugh at precedent. We can't all be top-notchers, but we can all climb a little higher than we are and thus relieve the congestion at the foot of the ladder.

Doing well is all right, but when a man reaches the point when he doesn't want to do better, he is done for. He who does not soar high will suffer less by a fall. The height of the pinnacle is determined by the base.—R. W. Emerson.

That's That

Longfellow could take a sheet of paper worth one-tenth of a cent, write a poem on it and make it worth $5,000. —That's Genius.

Rockefeller could take a similar sheet of paper, write a few words on it, and make it worth ten millions.—That's Capital.

The United States government can take an ounce and small fraction of gold, stamp an eagle on it, and make it worth $20.—That's Money.

A workman can take thirty cents' worth of steel, make it into watch springs, and it is worth $8,000.—That's Skill.

A merchant can take an article that cost him ninety cents and sell it for a dollar—if he can find a customer.—That's business.

A woman can buy a good hat for $10 but prefers one that cost $250.—That's Foolishness.

A miner can dig a ton of coal for less than we would wish to, or a farmer can raise a ton of wheat and get the government to loan him good money on it.—That's Labor.

The man who wrote this can write a check for a million, but it wouldn't be worth a cent. — That's Tough.—Selected.

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